



DA CAPO VA

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Music and musicians are at the core, but the community is the key!

David Saunders, President and Chief Idea Officer
Madison+Main and Partners
1313 E. Main Street
Richmond, VA 23219

Friday, September 24, 2010

Subject: Invitation to Receive Proposals from 501(c)(3) Charitable Organizations

Dear Mr. Saunders:

Thank you for inviting us to introduce our nonprofit organization and submit this proposal.

The mission of Da Capo is to provide musical experiences that inspire passion for music and transform hearts. Our inclusive, community-based model is designed to instill a music performance ethos in people of all ages and levels of ability.

At the core of our curriculum is our radically innovative Vivo program, (the first of its kind), in which children with autism, Downs syndrome, and other special needs receive music lessons and perform in their very own musical ensembles.

Our methodology combines social engineering with free-market principles. We equip students to perform by providing exceptional instruction from highly-qualified instructors. We champion musicians who are committed to sharing music's profoundly humanizing power. We challenge participants to become doers of music, and not hearers only.

Our model works. We have received countless testimonials from participants. Our success stories are documented online:

<http://dacapova.org> -- <http://youtube.com/dacapova> -- <http://dacapoinstitute.blogspot.com>.

We invite you to view a short video, which captures the flavor of our work and provides a hint of its scope and appeal: <http://www.youtube.com/watch?v=UgTLMerplV0>

Our success in the Richmond, Virginia market demonstrates that there is a deep need and an enormous market for what we do. Our programs are scalable and replicable, and we are now positioned to expand into other geographic areas. We are committed to growth and are thrilled with the opportunity to involve a world-class firm like Madison+Main to help us refine our message and create a unified public face.

Thank you for taking the time to learn how we use music to create a context for community. Included with this application is a narrative describing our organization. We would be pleased to speak with you to clarify any details.

Sincerely,

Jeff Prillaman
Co-Founder and Senior Faculty

Our mission is to provide transforming music experiences that inspire and capture passion, equip through exceptional, dynamic instruction, and champion sharing music's profound effect with one's community.



Offeror Qualifications

a) How large is your organization?

Our growing organization consists of 15 faculty serving more than 200 direct participants in 4 community facilities. Clinics, lectures, and public school engagements broaden our impact and influence to thousands of children and adults.

b) What is the scope of the non-profit work that you do?

We provide music education designed to fill specific under-served segments of the community.

At the core is our VIVO program, which brings music education and performance opportunities to special needs children. Other programs provide higher-level performance training for talented music students of all ages.

In a musical performance community, there should be a place for everyone. Our driving ambition is to advocate and facilitate the implementation of our inclusive path to excellence model in musical communities everywhere.

c) Do you have local or national reach?

Our current program is local in the Richmond region. We are in the midst of a campaign to expand into other markets, as described in the accompanying narrative.

d) How many employees do you have?

DaCapoVa has 1 full time director, 3 part time employees and 15 adjunct faculty. We partner directly with churches, public schools and regularly engage guest artists as teachers, clinicians, and for performing events.

e) What is your typical marketing budget?

Annual Budget: \$5,000

. Public Relations Retainer: \$3,000

. Website & Social Media: \$1,000

. Direct Marketing; flyers, mailings, and event-specific promotional materials: \$1,000

f) What areas of marketing do you want to expand?

We seek greater local visibility and brand awareness for Vivo, our program of music education for students with autism and other special needs. We know from experience that all of our other program offerings will grow organically as awareness of Da Capo grows in communities.

We need clarity and uniformity of message, website redesign, promotional capabilities scalable to other markets, and a local direct mail marketing program.

g) Provide a list of your top five media placement accounts by gross billings for the two (2) most recent fiscal years.

Our budget has not been sufficient to support advertising through traditional media. Our number-one priority is to raise funds to support advertising and marketing.



Currently, we promote the organization using the following channels:

Social Media Advertising

<http://www.youtube.com/dacapova>

<http://twitter.com/dacapoinstitute>

<http://dacapoinstitute.blogspot.com/>

Speaking Engagements and Special Events

<http://henrico.k12.va.us/hcpstv/sm-Aug03-3.html>

Addresses to American Guild of Organists, College Music Society, Music Education Associations, Public School & PTA enrichment activities

Touchpoint Public Relations Press Releases (2009 Medallion Award in Public Relations)

Direct Marketing

Website <http://dacapova.org>

h) Provide an organizational chart of your company, including position titles.

Board of Directors

President: Jeff Prillaman

Vice President: George Gosieski

Treasurer: Christine DeFilippo

Secretary: Tracee Prillaman

Member at Large: Vicki Welch

Member at Large: Dr. Charles Hulin IV

Member at Large: Tara Williams

Member at Large: Joseph DeFilippo

Staff

Executive Director: Jeff Prillaman

Director: Tracee Prillaman

Senior Faculty: Heidi Thurmond

Financial Secretary: Bambi Walmsley

Faculty

Jeff Prillaman

Tracee Prillaman

Heidi Thurmond

Mike Zuk

Julie Boltz

Constance Sisk

Mike Goldberg

Jack Price

Cy Taggart

Jessica Coaker

Jon Thurmond

Charles Lindsey

Lisa Coffey

Miriam Smith

Jamilah Anderson

**Da Capo Institute Announces VIVO Offerings and Location
at FAISON SCHOOL (school day hours available)
for Summer & Fall Semesters - Sign up now!**



Summer 2009
June 22-August 28
A 10 week session offering
Vivo, Animato, Cantare, and
private instruction.

Fall 2009
September 28-December 4
A 10 week session offering our
full range of music education
opportunities.

VIVO- Da Capo's musical immersion and education
experience for students with special needs is currently
enrolling for Summer and Fall semesters for classes at
Faison. *Tuition: \$200/10 weeks*



*Visit us online for complete information
on all of our community oriented musician building offerings!
Enrolling Online Now (www.dacapoinstitute.org) or call 804.432.3446*

Southside Locations:

Huguenot Road
Baptist Church

Bon Air
Presbyterian
Church

West End Location:

River Road
Presbyterian
Church





Changing lives through music!



Our mission is to provide transforming music experiences that inspire and capture passion, equip through exceptional, dynamic instruction, and champion sharing music's profound effect with one's community.



i) Provide information about your team: experience, skills, etc.

Our faculty is comprised of an elite group of handpicked, professionally trained, community minded musicians. We are solo performers, choristers, educators, conductors, clinicians, therapists, writers, ministers, and arts advocates. We are active members of the communities that we serve. At-a-glance profiles for selected faculty are provided below. Full profiles for all faculty are available at <http://www.dacapova.org/aboutus/faculty/facultyindex.html>

Co-Founder and Executive Director - Jeff Prillaman

Lyric Tenor, Social Entrepreneur, Technology Analyst, Music Minister

Master of Music The Juilliard School, Bachelor of Music Westminster Choir College, Executive Certificate in Management Darden School at the University of Virginia

Director, IT, Capital One, Father of 4, active soloist and recitalist

Co-Founder and Director - Tracee Prillaman

Soprano, Music Educator, Kodaly and interdisciplinary learning environments

Mother of 4, Children's Minister

Bachelor of Music in Music Education, Westminster Choir College, active soloist

Founding Senior Faculty - Heidi Thurmond

Flute, Music Therapist

Master in Music Therapy, University of Kansas, Bachelor of Music in flute performance, Virginia Commonwealth University, Mother of 2, active freelance performer

Faculty - Jack Price

Trumpeter, Copywriter, Creative Writer

Bachelor of Music, Appalachian State University

Member Richmond Philharmonic Orchestra, active soloist, freelance musician



Faculty, Julie Boltz and Director, Tracee Prillaman lead a choir as classroom DaCapo day at Bon Air Presbyterian's Summer music camp.

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Additional Information

Executive Summary

Da Capo VA is a non-profit organization dedicated to engendering broad participation in music performance by people of diverse backgrounds, abilities, and interests. Our successful model in Richmond, Virginia is distinguished by its Vivo program: music performance classes for children with autism, Downs syndrome, physical handicaps, emotional challenges, and other special needs.

When co-founders Jeff and Tracee Prillaman started Da Capo five years ago, they were unsure whether it would be possible to create programs to serve special needs children. To their surprise, the Vivo program galvanized the organization and imbued the faculty and staff with the heart to serve and the desire to transform the role of music in America. The stone that the builder rejected has now become the cornerstone of Da Capo.

Market Analysis

There is a natural market of exceptional students needing private music instruction. Tapping this natural market is as far as most music teaching organizations go.

Da Capo serves that natural market and also addresses the needs of an under-served segment: children with special needs. Current educational practices tend to isolate and ostracize these children. Their parents have a keen desire to find ways to provide them with enriching experiences that will enhance their quality of life.

Da Capo recognized from the beginning that, in our society, musicians are under-valued, and music education is under-funded. Many talented music educators have opted out of traditional education models, because the format is not fulfilling for them.

From inception, Da Capo attracted musicians of all ages, abilities and backgrounds, who previously believed they were not good enough to participate in music as performers, only as consumers of music. This market segment is "the next ten percent": musicians who see value in music performance but lack a venue.

Initial person-to-person marketing efforts also attracted parents of special needs children.

Case Study Part I: Heidi Thurmond

"As a music therapist and a mother with two children in our local schools, I personally knew two particular families, each with an autistic child.

"It is heartbreaking to see these families firsthand. Autistic children live in an emotionally opaque world. Even surrounded by loving parents and siblings, they are profoundly alone, isolated by a disability that makes emotional connection virtually impossible.

"When we designed our Vivo classes for special needs kids, the word spread quickly. We received inquiries from these parents, who desperately wanted their autistic children to have experiences that might enhance the quality of their lives.

"We know from our research that families and children like these are everywhere. And we know that institutional music programs offer little or nothing to involve these children in music. And it is understandable. Though many autistic children are bright, their emotional disconnection is profound. It is difficult to penetrate their world. We weren't sure we could do it, either."



Program Testing

The Prillamans recruited professional musicians, music educators, and music therapists who had opted out of existing music education models. Their hope was to create a new model that would capitalize on the transformational power of music performance. Their model included financial incentives for teachers. Their goal was to create these incentives through fees and private donations and not through government-mandated funding.

Since a music therapist and an art therapist were involved from inception, the organization was committed to developing an inclusive model. They created a group-learning environment called Vivo for children with special needs.

The unexpected success of Vivo led to the realization that these disadvantaged children were not a tangential segment of Da Capo but an absolutely essential key to its success. Da Capo would not be Da Capo without them.

Case Study Part II: Tracee Prillaman

“At some point, we had decided to buy Da Capo shirts for all the participants. It just seemed like a good way to promote the organization, so we required students to wear them to their classes. It was one of the smartest things we ever did for everyone, but especially for the Vivo students. We came to find out that the children loved putting on their special shirts and wearing them to Da Capo, where they felt a sense of belonging.

“I was there for Heidi’s first music teaching sessions with the Vivo classes for special needs kids. It seemed like they were in for a bit of a rough start. The parents of those two autistic kids had dressed them in their Da Capo shirts. The children entered the classroom and did not even look at each other, retreating into themselves, locked inside a world of their own.

“Heidi had chosen some percussion instruments for them to play and taught them some simple rhythms. Each required so much individual attention that progress was slow.

“But eventually something unexpected happened. Two nonverbal autistic children began to synchronize their rhythms. These children, who could not communicate with language, were suddenly communicating using the language of music.

“It was stunning. Our eyes brimmed with tears. We knew we had something.”

Da Capo Model

From the success of these early efforts, a scalable model emerged. By operating as a nonprofit, the organization is now able to recruit students through schools, houses of worship, and other community organizations. Churches are utilized off-hours for classrooms. Teachers are compensated through modest fees paid by students.

Vivo is an essential component of the model. When the community sees these special children in action, they have living proof of the inclusiveness of the Da Capo model. These very special children play a unique and powerful role in leading Da Capo to success.

Case Study Part III: The Parents

At the end of each 10- or 15-week series of classes, the participants gather to perform and apply what they have learned. They have been instructed on performance skills and etiquette and are proud to show what they can do. Application of skills to “make a difference in the lives of others” is at the core of the Da Capo Way.



The Vivo children perform too. A parent of a Vivo child approached Jeff and Tracee after such a performance, in tears:

"I had no idea my autistic child was capable of being a part of something like this. All of the Vivo kids were up there, working hard, performing as a group. For the first time in their lives, they were just like the other kids. They were playing music. They were all wearing the same shirts. They had connected. Thank you!"

Evolutionary Plan

Our goal is to build critical mass here in our local Richmond market and leverage our success to provide impetus for local fund raising campaigns. Funding will enable us to roll out our model to other markets.

To that end, we have begun the following initiatives:

We have begun to penetrate the senior market by performing in nursing homes and assisted living facilities. We believe we can attract large numbers of seniors into our brand of community-based music opportunities.

Faculty members are speaking at meetings of public school teachers, at houses of worship, and at meetings of community groups in the mid-Atlantic region, prospecting for a core group of like-minded musicians to form a chapter.

Having been approved by IRS for 501(c)(3) status, we are sending our members into public schools to give demonstrations to beginning instrumental music students in over-crowded classrooms. This elevates our public profile, helps understaffed music programs, and is a prospecting mechanism for our choirs as classrooms and private lesson teachers.

We continue to refine our programs and attract talent into our Richmond chapter, having recently added instrumental teachers and a former public school music teacher who specializes in popular music genres.

Our goal is not to compete with music schools, but to fill gaps. Our target is not the talented over-achieving music student, but the under-served "next 10 percent", who lack a venue where they can express the music inside them.

Need for Marketing Infrastructure

The existing model for music education is elitist, exclusionary, and consumer-driven. Only the elite survive; lesser students are eliminated and become consumers of music only.

The Da Capo model is participatory, inclusive, and performance-driven. There is a place for everyone.

We welcome this opportunity to win the help of Madison+Main in our campaign to raise awareness of our work in the local area and position us for growth in other markets. We need marketing and advertising infrastructure to help us evolve to the next level.

Next Steps

We commend you for reaching out to connect with nonprofit organizations, including Da Capo. This brief document cannot adequately convey the depth of the need nor the joy of the human connections that music can bring to communities.

We thank you for considering our application and would welcome an opportunity to speak with you in person. You, too, are invited to become part of the Da Capo story. Come help us sing our song. Wear your shirt.

Our mission is to provide transforming music experiences that inspire and capture passion, equip through exceptional, dynamic instruction, and champion sharing music's profound effect with one's community.

Music Scholarship offered for Special Needs Student - Apply now!

Unlocking Musical Potential

By Amanda Southall

As a music teacher, Heidi Thurmond's greatest joy is watching her students evolve into musicians.

"Music is a wonderful thing and introducing students into a musical world and watching them learn is a very exciting thing to be a part of," she says.

This fall, Thurmond and music teacher Tracee Prillaman are teaching a class called Vivo, a musical offering for children with autism spectrum disorders. The 10-week session runs from Sept. 22 through Dec. 2.

Vivo sessions will be held at Huguenot Road Baptist, Bon Air Presbyterian and River Road Presbyterian Churches.

"This program provides a musical outlet for students," Prillaman says. "It presents challenges and gives them a sense of achievement."

Vivo is part of the Da Capo Institute, a music school founded by Tracee and her husband Jeff. The school offers training through choruses, private instruction and ensembles.

The cause of autism spectrum disorders is unknown, but diagnoses of the developmental disability are on the rise.

The Centers for Disease Control and Prevention estimates that one in 150 children have an autism spectrum disorder; for boys, that figure is one in 90.

Thurmond, who has a master's degree in music therapy, says music is a valuable channel of expression and

communication.

"There's an internal connector with music," she says. "Music can garner a response from students who have a hard time communicating."

Vivo students learn to play instruments, match pitch, and perform a concert at the end of the session. Musical skills, however, are just the beginning of the benefits, Thurmond explained. "Music is an outlet for all musicians, but that outlet is especially valuable for students who don't have language skills. The setting also helps them learn social, physical and emotional skills."

Thurmond and Prillaman emphasize the use of music as a way to connect students to their world and other musicians.

"All people respond and relate to music, it reaches people and touches them in a special way," Prillaman says. "Our goal is to provide families looking to give their kids a musical outlet in an environment where their kids will be valued, challenged and encouraged and come away with a love of music."

Vivo is just one of the many music opportunities at the Da Capo Institute. Instead of simply teaching music lessons, instructors at Da Capo strive to create a community of musicians, and Vivo is simply an extension of that community.

"Music brings people together and we try to help make that happen," Jeff Prillaman says.

For more information about Vivo and the Da Capo Institute visit www.dacapo.com. ■



The Da Capo Institute has received a generous donation providing for a full scholarship for its Fall Semester of **Vivo (Music for students with special needs)**.

If you know of a student who might benefit from this gift, please **CONTACT US** immediately as the application process will close along with our registration deadline on 9/17. Our enrollment is not complete and we do have slots remaining, but time is running out as we will have to assign our class loads and teachers formally on 9/19. If you are on the fence, act now to secure your spot.

Bravo Vivo!

New Program Brings Life-changing Power of Music to Special Students

The language of music transcends every obstacle, and a new program in Richmond will reach out to children with autism in grades K-5 so they can benefit from music's transformational and soul-soothing power.

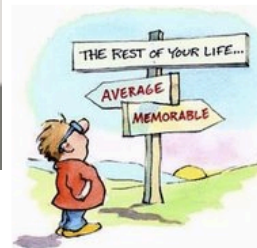
Vivo classes were developed locally by Da Capo Institute and completed a successful pilot debut in the spring of 2008. This fall, Da Capo will offer weekly Vivo classes at three local

[Com](http://www.dacapo.com)

Parent's perspective: George Gosieski

30/06/07 22:42 Filed In: [Testimonials](#)

Da Capo is an incredible learning opportunity for young musicians.



The ability to experience the combination of private lessons, studio classes, recitals, and public performance is an amazingly powerful teaching methodology that is traditionally not available to a musician until college.

As an ex-professional musician I wish I had the Da Capo approach during my early years of development. I would have progressed faster, with less effort, and